

Healthy Active Learning Evaluation

The HAL evaluation summarises and compares data collected between August 2020 – March 2021 and November 2021 – March 2022.

Data collection included interviews with national and regional workforce members and surveys with school and kura leaders and teachers.

Key process and implementation findings

National Governance and Management

- HAL is well governed and managed appropriately.
- All three agencies are committed to the initiative.
- Sport NZs leadership of the initiative is strong.
- HAL is prioritised appropriately by the three agencies; however, challenges exist with representation and engagement at the governance level.
- Māori aspirations are acknowledged within HAL, but there is room for improvement.
- The joint agency Design and Implementation Group has strengthened and well-functioning.
- Funding to support COVID-19 response was well received.

Regional Implementation

- Implementation has progressed well but has been disrupted by COVID-19.
 - The physical activity workforce remained agile and responsive to the needs and priorities of schools.
 - The health workforce had limited capacity for a significant period due to COVID-19.
- Regional Sports Trusts are well supported and resourced.
- Regional relationships between the three agencies have improved.
- The initiative is meeting the needs of schools, kura and their local communities through embedding locally led approaches.

Key Considerations

- Ensure Te ao Māori and Te Tiriti commitments are embedded.
- Reassess governance representation and focus.
- Reconsider the duration of the initiative – three years is thought to be too short for sustainable change.
- Ensure the healthy food and drink environment in schools and kura is supported.
- Reflect on the role of initial teacher education to support initiative outcomes.

Key Outcome Level Findings

Teacher survey responses from 346 schools and kura

1030

teachers in 2022

528

teachers from Phase One Schools

502

teachers from Phase Two Schools

694

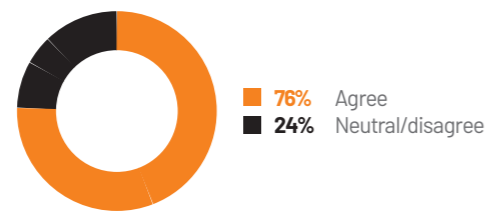
teachers in 2021

Phase One schools started receiving support from HAL in January 2020 and for these findings are considered intervention schools. Phase Two schools started receiving support in January 2022 and are considered control schools.

Healthy Food and Drink Environment

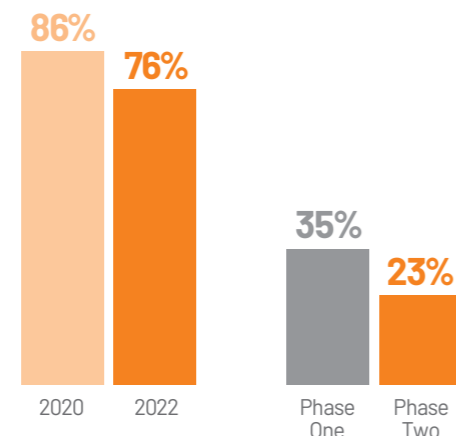
Schools and kura continue to highly value healthy eating and drinking as part of student wellbeing. However, there has been little change in healthy food and drink environment as a result of HAL. This is due to the impact of COVID-19.

Schools and kura agree healthy eating and drinking is a key part to student wellbeing



Phase One schools and kura that agree their school sees healthy eating and drinking as a key part of student wellbeing:

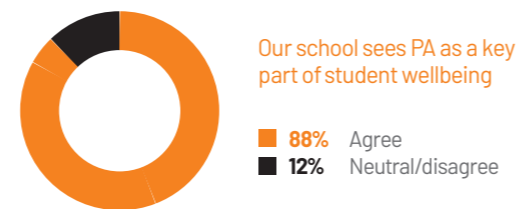
Phase One and Two schools and kura that agree that students are involved in promoting healthy food and drink environments:



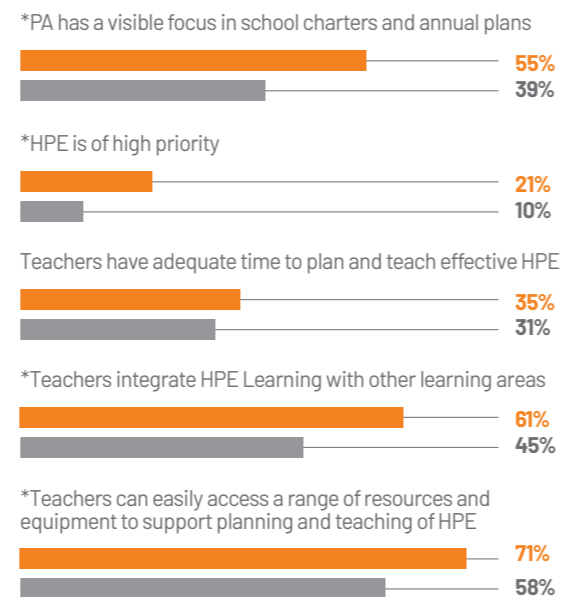
Value Culture and Process

Schools and kura continue to highly value physical activity as part of student wellbeing. HAL significantly:

- Increased the priority placed on professional learning and development (PLD) on Health and Physical Education (HPE).
- Increased the visibility of physical activity (PA) in school plans and documentation.
- Improved processes for planning and teaching HPE.



% of teachers who agree that:



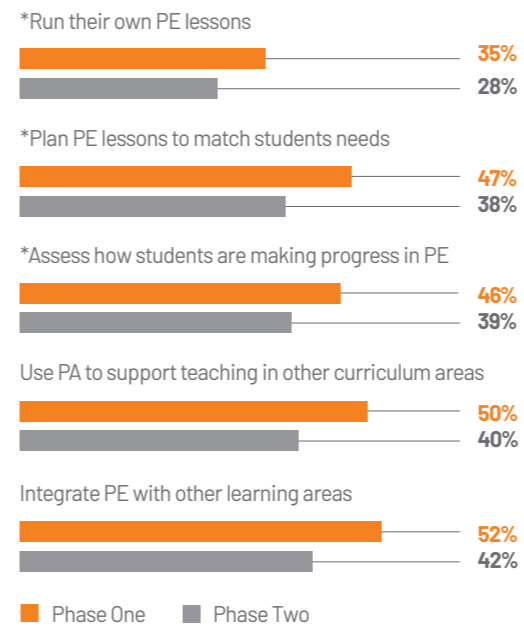
*= also significant between data collection points 2020 and 2022 in Phase One schools only.

Phase One Phase Two

Teacher Practice

HAL has significantly improved a wide range of teaching practices and the delivery of HPE. Experienced teachers demonstrate better teaching practices than inexperienced teachers.

% of teachers that agree to:



HAL has significantly improved teaching practice by increasing the frequency that teachers:

- Give and receive peer feedback
- Teach games, dance, sports or movements from a range of cultures
- Teach movement or topics that relate to students cultures
- *Teach that families and cultures have lots of different ways of being active
- Teach how to include skills of different students in teams

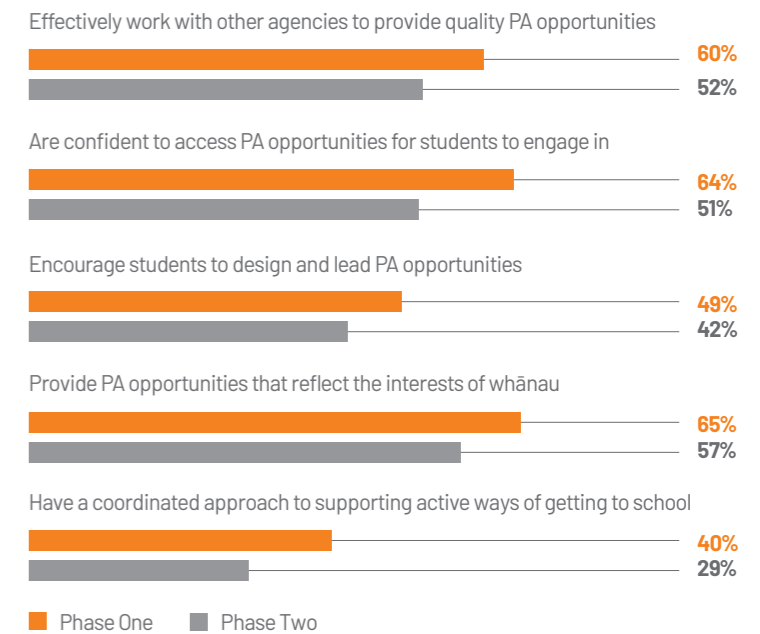
*= also significant between data collection points 2020 and 2022 in Phase One schools only.

Quality Physical Activity Opportunities

Healthy Active Learning schools and kura are providing students with improved PA opportunities.

Phase One compared to Phase Two schools and kura:

% of teachers that agree they:



Phase One school and kura data for 2020 compared to 2022:

% of teachers that agreed their school:

